**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: Day 1-2 |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Leading up to Task 2: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s):** *ALL remain posted throughout entire unit*  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Projector * [Number Word Concentration](file:///C:\Users\574-student\AppData\Roaming\Microsoft\Word\•%09http:\www.k-5mathteachingresources.com\support-files\numberwordconcentration.pdf) * [Interactive Base Ten Blocks](http://www.learningbox.com/Base10/BaseTen.html) * [Base Ten Concentration](http://www.k-5mathteachingresources.com/support-files/3digitbase10concentration.pdf)   ***Engaging Scenario:*** *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | **Student:**   * Math Journals * Number Word/Base Ten Concentration Game Cards to play in pairs | | | **place value**  **hundreds**  **tens**  **ones**  **skip count**  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1** Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones. (Correlates to NCSCOS Math Objective 1.01a)  **2.NBT.3** Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.) (Correlates to NCSCOS Math Objective 1.01b) | | | | | |
| **I Can Statement(s):**  **I can use number names to read and write numbers to 1000.**  **I can use base ten numerals to read and write numbers to 1000.**  I can use expanded form to read and write numbers to 1000. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)   1. Little Bobby was given a task by the science lab teacher to label the shelves in the science laboratory. This is what he did. *Teacher will show an image of 14 caterpillars labeled 10 and the number word eighteen; 10 tadpoles labeled 18 and fourteen; 18 mealworms labeled 14 and ten.* When his teacher returned she was not pleased with what he had done. Why? Share with a partner if Little Bobby could have possibly done something differently. 2. Revisit the Little Bobby scenario from day 1. How can we show these numbers using base ten blocks? “Attempt” (incorrectly) to make the numbers and have students come up and correct your mistakes with the [Interactive Base Ten Blocks](http://www.learningbox.com/Base10/BaseTen.html) | | | | | |
| **Teacher Directed:**   1. Model how to read a number from number form and in number word form by utilizing base ten blocks. Identify what each base block means. (i.e. 100 = 10 tens or 100 ones) Create the following numbers: 20, 46, 110, to model on the board using [Interactive Base Ten Blocks](http://www.learningbox.com/Base10/BaseTen.html). 2. Review day 1 using use the numbers: 79, 200, 333, to model on the board using [Interactive Base Ten Blocks](http://www.learningbox.com/Base10/BaseTen.html). Focus on how we skip counted from the previous task using 2s, 5s, and 10s to count and write the number form and number name. | | | | | |
| **Guided Practice:**   1. Teacher will write new number forms (up to 1,000) of choice on board (one at a time) and students will write the correct number name and share with face partners. Explain how you know. 2. Teacher will create new numbers of choice using [Interactive Base Ten Blocks](http://www.learningbox.com/Base10/BaseTen.html). In math journals students will write the number name and number form and share their responses with their shoulder partner. Explain how you know. | | | | | |
| **Independent Practice:**   1. Display [Number Word Concentration](file:///C:\Users\574-student\AppData\Roaming\Microsoft\Word\•%09http:\www.k-5mathteachingresources.com\support-files\numberwordconcentration.pdf) rules via projector for students to refer to while playing the game with shoulder partner. 2. Display [Base Ten Concentration](http://www.k-5mathteachingresources.com/support-files/3digitbase10concentration.pdf) rules via projector for students to refer to while playing the game with face partner. | | | | | |
| **Closing/Summarizing Strategy:**   1. Revisit I can statement and have one set of concentration cards folded and placed into a basket. Students must write in math journal the number form or number word form depending on what they pick. 2. Revisit I can statement and have base ten only cards folded and placed into a basket. Students must write in math journal the number form and number word form. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use base-ten blocks to model a number. | | | [Interactive Matching Game](http://www.harcourtschool.com/activity/match2_4/) | | | Pre-teach vocabulary: represent Include number words and place value chart in students’ personal dictionaries. |
| **Assessment(s):**   1. Teacher will monitor matches made by students while asking students to explain how they knew they matched the correct cards. Students must be able to identify 10 out of 12 2. Math journal entry from Summarizing Strategy: Have base ten only cards folded and placed into a basket. Students must write in math journal the number form and number word form. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |